

4) **COMPREHENSIVENESS** -

An ideal achievement test should be comprehensive. It should be comprehensive competent enough to assess knowledge, skills, ability and attitudes as adequately as possible. The longer it is the more adequate it will be.

5) **DIAGNOSTICITY** -

An ideal achievement test should be diagnostic. The testing is the aim of teacher as it may help to diagnose properly the strong and weak points of the students, their interest, attitudes, abilities and traits.

6) **PRACTICABILITY** -

The test should be as practical as possible.

It should have these characteristics -

Ease of preparation - it should not be too costly.

Ease of administration - it should be simple and easy.

Ease of scoring and interpretation.

Development Of A Standardized Achievement Test

The process of developing a standardized achievement test occurs in four stages and substages -

STAGE 1 - TEST PLANNING



- Identification of the purposes, objectives and scope.

Reviewing current curricular for the region where the test is to be used.

Taking decision about the type and format of questions, time and place of test and mode of scoring.

Preparing a table of specification or blue print.

STAGE 2 - TEST CONSTRUCTION

Preparing and writing test items.

Selecting and constructing response formats.

Taking decisions about the arrangement of items and their scoring.

Preparing test directions.

STAGE 3 - REVIEWING, TRYOUT AND REVISION OF THE TEST

Reviewing items to eliminate or potentially biased items.

Try out test on small sample of the test population.

Item analysis to provide objective verification of item quality.

Test revision - assembling or surviving items into the resulting test.

STAGE 4 - STANDARDIZATION OF THE TEST

Administration of the test on a large scale sample of a population.

Development of the norms.

Establishment of the reliability and validity of the test.

Uses Of An Achievement Test

To determine how much an individual knows about a particular topic or how well he can perform a particular skill.

It motivates students to learn.

Its results provide teachers and school administrators with information to plan or modify the curriculum for pupils.

It serves as a means of evaluating the instructional program and staff and thus contribute to its improvement.

For taking decisions about grading of the students.

For timely diagnosis and finding out difficulties and weakness of students in a learning area.

Knowing about the strengths and weaknesses of teachers' own methods of teaching.

Providing an appropriate base for planning what is to be taught and what modifications and adjustments are needed.

Provides a basis or criteria for awarding

prizes to deserving students.

Have a standard for the evaluation of teacher effectiveness.

Pragya College of Education

LIMITATIONS

Tests are either too short or too lengthy.

Tests are often ambiguous and unclear.

May not cover the entire content.

Serve a limited purpose.

Individual differences are ignored due to excessive standardization of instructions.

Validation problem arises in the selection of suitable criteria.